

Tennessee Comprehensive Assessment Program

TCAP

Math Grade 2 Item Release





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Table of Contents

Metadata Interpretation Guide – Math **4**
 SAMPLE METADATA TABLE4
 METADATA DEFINITIONS.....5

Math Grade 2..... **6**

Metadata Interpretation Guide – Math

SAMPLE METADATA TABLE

Label	TN0045532	Max Points	1
Item Grade	8	Rationale1	
Item Content	Math	Rationale2	
Item Type	Choice	Rationale3	
Key	3	Rationale4	
DOK	2	Rationale5	
Difficulty	M	Rationale6	
Calculator	No	Sample Answer	
Ruler	None		
Standard 1 Code	8.NS.A.2	Standard 1	
Standard 2 Code	8.NS.A.2	Standard 2	

METADATA DEFINITIONS

Label: Unique letter/number code used to identify the item.	Max Points: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 2-8 or EOC	Rationale1 (if listed): Reason why this answer choice is correct or incorrect.
Item Content (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).	Rationale2 (if listed): Reason why this answer choice is correct or incorrect.
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	Rationale3 (if listed): Reason why this answer choice is correct or incorrect.
Key: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items where students write or type their responses.	Rationale4 (if listed): Reason why this answer choice is correct or incorrect.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	Rationale5 (if listed): Reason why this answer choice is correct or incorrect.
Difficulty (if listed): Level of difficulty. L=low; M=medium; H=hard.	Rationale6 (if listed): Reason why this answer choice is correct or incorrect.
Calculator (if listed): Yes for items that permit calculator use.	Protractor (if listed): Yes for items that permit protractor use.
Ruler (if listed): Yes for items that permit a ruler.	Sample Answer (if listed): An example of an answer a student could provide.
Standard 1 Code (if listed): Content standard assessed.	Standard 1 (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Content standard assessed. This is the primary code used for the Integrated Math courses.	Standard 2 (if listed): Text of the content standard assessed.

ADDITIONAL DEFINITIONS

TAS: Test Administrator Script

TN127966

Label	TN127966	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	67 (beads) 17 (brown beads)	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.A.1	Standard 1 Text	N/A

[Start TAS]

Carla has 42 brown beads. She has 25 green beads.

A. How many beads does Carla have all together?

*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

B. How many more brown beads does Carla have than green beads?

*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

[End TAS]

Carla has 42 brown beads. She has 25 green beads.

A. How many beads does Carla have all together?

B. How many **more** brown beads does Carla have than green beads?

TN128726

Label	TN128726	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.6	Standard 1 Text	N/A

[Start TAS]

A digit is missing in this equation.

*Pause while students read the equation.
[Suggested Wait Time: 10 seconds]*

What digit goes in the box to make the equation true?

*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

[End TAS]

A digit is missing in this equation.

$$30 + 54 + 42 + 66 = 1\Box2$$

What digit goes in the box to make the equation **true**?

- A.** 0
- B.** 1
- C.** 8
- D.** 9

TN127977

Label	TN127977	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	20 (hats) 5+5+5+5=20 4+4+4+4+4=20	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.C.4	Standard 1 Text	N/A

[Start TAS]

Some hats are shown.

*Pause while students look at the hats.
[Suggested Wait Time: 5 seconds]*

A. What is the number of hats?

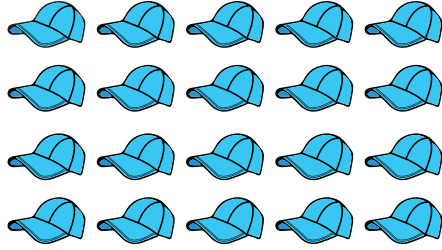
*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

B. Use repeated addition to write an equation that shows the number of hats.

*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

[End TAS]

Some hats are shown.



A. What is the number of hats?

B. Use repeated addition to write an equation that shows the number of hats.

TN127953

Label	TN127953	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.1	Standard 1 Text	N/A

[Start TAS]

Two numbers are shown.

*Pause while students read the numbers.
[Suggested Wait Time: 5 seconds]*

Which sentence about the place value of the numbers is true?

Answer A: Both numbers have 2 tens.

Answer B: Both numbers have 7 tens.

Answer C: Both numbers have 2 hundreds.

Answer D: Both numbers have 7 hundreds.

*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

[End TAS]

Two numbers are shown.

327 627

Which sentence about the place value of the numbers is **true**?

- A.** Both numbers have 2 tens.
- B.** Both numbers have 7 tens.
- C.** Both numbers have 2 hundreds.
- D.** Both numbers have 7 hundreds.

TN128669

Label	TN128669	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	3	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.A.4	Standard 1 Text	N/A

[Start TAS]

Use the inch side of your ruler to measure the length of the spoon and the length of the toothpick to the nearest inch.

Pause while students measure the length of each figure.

[Suggested Wait Time: 20 seconds]

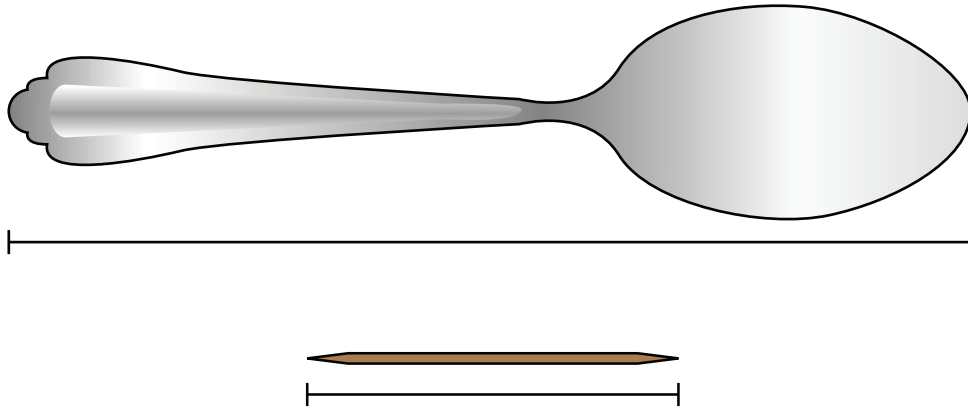
How many inches longer is the spoon than the toothpick?

Give the students time to answer the question.

[Suggested Wait Time: 1 minute]

[End TAS]

Use the inch (in) side of your ruler to measure the length of the spoon and the length of the toothpick to the nearest inch.



How many inches **longer** is the spoon than the toothpick?

- A. 1
- B. 2
- C. 3
- D. 5

TN128029

Label	TN128029	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.C.7	Standard 1 Text	N/A

[Start TAS]

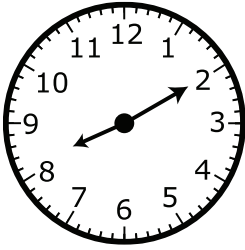
Which clock shows 8:20?

*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

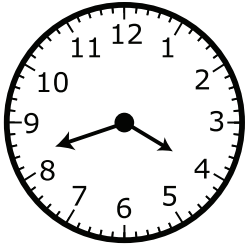
[End TAS]

Which clock shows 8:20?

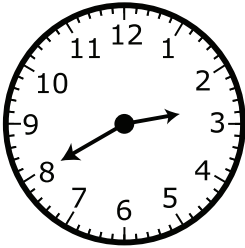
A.



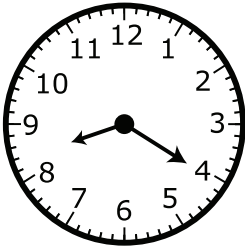
B.



C.



D.



TN128024

Label	TN128024	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.D.9	Standard 1 Text	N/A

[Start TAS]

Use the centimeter side of your ruler to measure to the nearest centimeter. Measure the length of each crayon.

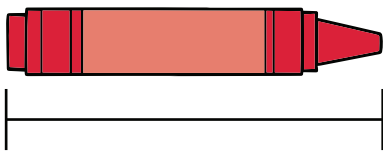
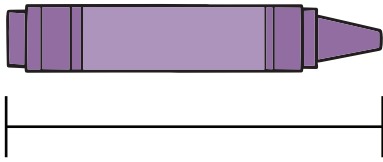
*Pause while students measure the length of each crayon.
[Suggested Wait Time: 30 seconds]*

Which tally chart shows the number of crayons of each length?

*Give the students time to answer the question.
[Suggested Wait Time: 1 minute]*

[End TAS]

Use the centimeter (cm) side of your ruler to measure to the nearest centimeter. Measure the length of each crayon.



Which tally chart shows the number of crayons of each length?

A.

Length (cm)	Number of Crayons
5	//
6	
7	/
8	/
9	/

C.

Length (cm)	Number of Crayons
5	//
6	
7	//
8	
9	/

B.

Length (cm)	Number of Crayons
5	/
6	/
7	/
8	/
9	/

D.

Length (cm)	Number of Crayons
5	//
6	/
7	/
8	/
9	

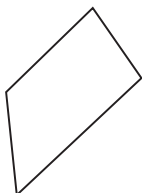
TN127998

Label	TN127998	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.G.A.1	Standard 1 Text	N/A

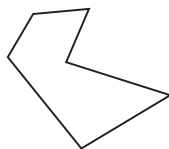
[Not Read Aloud]

Which shape has 5 sides?

A.



C.



B.



D.



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